### Module Six: Part 3

 d) Oral segmenting and awareness of individual learners' thought processes when they spell – and evaluating phonics practices and resources

To be personally confident of orally segmenting single syllable words and multisyllable spoken words or words in 'thought'

### Module Six: Part 3 continued

- d) Oral segmenting and awareness of individual learners' thought processes when they spell – and evaluating phonics practices and resources
  - To be aware of learners' independent spelling processes as individuals
  - To be able to evaluate critically various phonics worksheets and activities to ascertain whether they are fit-for-purpose

## Orally segment these words with the tallying routine (left hand, palm facing)













# Orally segment these words with the tallying routine



rain flag star sheep cliff um brell a

**Oral segmenting assessment** You say the word, the pupil gives you the sounds all through the word. Watch out for older pupils saying: /g/ /r/ /e/ /e/ /n/ What should it be? In effect, they are changing the SPELLING into letter-by-letter sounds and not identifying the

actual sounds all through the word

## **Oral segmenting assessments**

Free Resources webpage



# **Planning Assessment and Resources**

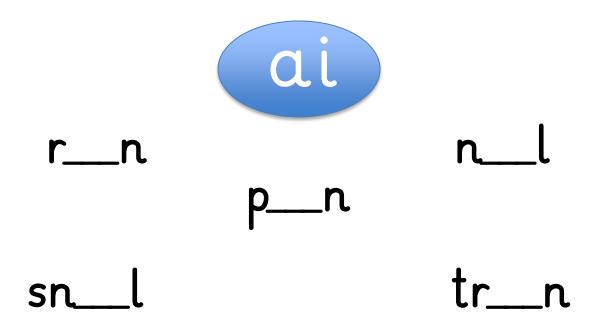
# Handbook Floppy's Phonics



## **Professional understanding**

- Teachers need to be able to identify activities which are:
- 1. extraneous or not time-efficient
- 2. busy work and time fillers
- 3. not based on practice of the core phonics routines and content ...

# Is this exercise for practising reading, or practising spelling, or what?



#### Remember, reading is print to sound, spelling is sound to print!

Not practice of the core skill for reading because that would require whole printed words: rain nail pain snail train

Not practice of the core skill for spelling because the core skill starts with whole spoken words:

At best, it could be the beginning of recalling a spelling word bank of words!

## Memorising spelling word banks

- Tell the learners that the aim is to recall a spelling word bank of 5 'ai' words (quantify) and to remember how these words are spelt "forever"
- 2. Find creative ways to associate the 5 words:
- Illustrate the words
- Write the words
- Link the words in a spoken/written sentence
- In pairs, recall the words (say them, write them)
- Recall the words the next day (aim: "forever")